DOCUMENT RESUME

ED 046 381 JC 710 032

TITLE	Research, Innovation and Experimentation.
INSTITUTION	Santa Fe Junior Coll., Gainesville, Fla.
PUB DATE	Aug 70
NOTE	66p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Experiments, *Institutional Research, *Junior Colleges, *Research Projects
IDENTIFIERS	*Florida

ABSTRACT

This is the second in a series of annual presentations on the innovative, experimental, and research activities conducted at Santa Fe Junior College. The studies include: classroom activities, college-wide research, short statements on different instructional approaches to formal dissertation abstracts, subjective observations, intricate experimental designs, and an up-dating of reports presented in last year's publication (ED 034 513). Contributors include faculty, administrative staff members, students, and University of Florida graduate students. (Author/CA)

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SANTA FE JUNIOR COLLEGE

RESEARCH

INNOVATION

and

EXPERIMENTATION

JC 710 032

OFFICE OF RESEARCH
SANTA FE JUNIOR COLLEGE

GAINESVILLE, FLORIDA 32601
AUGUST 1970

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 12 1971

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JUNIOR COLLEGE
INFORMATION

INTRODUCTORY STATEMENT

Two major concepts form the philosophical foundation upon which Santa Fe Junior College is based. Succinctly stated, they are: Santa Fe is dedicated to learning, and Santa Fe is an open-door college. In its attempt to transfer this philosophy into an existing reality, innovation, experimentation and research are encouraged throughout the College. New student programs, teaching methods, and organizational structures are constantly being investigated, developed, and implemented in order to provide each Santa Fe student with those educational experiences which will be the most suitable in fulfilling his needs.

This booklet is the second in a series of annual presentations of the innovative, experimental, and research activities conducted at Santa Fe Junior College. The studies range from classroom activities to college-wide research, from short statements on different instructional approaches to formal dissertation abstracts, from subjective observations to intricate experimental designs, and from updated reports presented in last year's Research Activities to projects initiated immediately preceding this publication. Contributors include faculty, administrative staff members, students, and University of Florida graduate students for whom Santa Fe Junior College served as a laboratory.

If this collection of reports and abstracts serves to stimulate others to investigate better ways to teach and learn, to document what has been tried at the College, or to reinforce the need for educational evaluation, it will be worthwhile.

This booklet was prepared by the Office of Research.

Ann Bromley, Ph.D.
Director

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RESEARCH

INNOVATION And

EXPERIMENTATION

INSTRUCTIONAL REPORTS

SECTION A

TEAM TEACHING BASIC ENGLISH COMPOSITION AND LITERATURE AND COMPOSITION

Carolyn Arena and Janet Terhune

The purpose of the project was two fold: to relieve the pressure of having to teach composition as well as literature by the Literature and Composition teacher and to provide subject matter for the compositions written by the students in the Basic English Composition course. The rationale was that students will write more willingly and more thoughtfully about topics related to the subject matter of courses they are taking. Moreover, most writing required of college students is not about their personal non-academic interests but rather relating to the subject matter of their academic work. Composition classes should help students write about their readings.

In order to accomplish this, students were required to enroll in both courses simultaneously. Papers written in the Basic English Composition course were based upon literature studied in the Literature and Composition course. During the 11 week term the class met for a double session writing lab on every other Monday. Both instructors were available to give individual assistance on both mechanics and content of papers. On alternate Fridays the class met for a double session of literature study, often enabling the complete presentation of a recording of a play, etc. Each teacher assumed responsibility for the course assigned her but each was able to make a contribution to the other's class where it seemed desirable. The grades for the Basic English Composition course were derived from the content and mechanics grades of the six papers assigned. Each paper received two grades, one for content and one for mechanics. The grades for the Literature and Composition course were derived from the content grades of the six papers plus the average of the ten reading quiz grades. The content grades on the papers were decided jointly by the two instructors.

Tentative conclusions of the project were the following. Due to errors in registration, the class was very small (12 people), and thus, results were influenced by class size. The project should be tried again with a larger class before final conclusions can be reached. However, it was noted that students showed only moderate tolerance of double class sessions which is similar to endurance problems in night classes. Second, content of papers seemed to be above average quality. Third, the instructors involved in the project teach in the same discipline which provided familiarity for each with the content of both courses although all team teaching requires more planning time than individual teaching. And fourth, this procedure might be successful on an interdisciplinary basis with sections of the Basic English Composition course taught in conjunction with sections of other content courses.

INDIVIDUALIZING STUDENT LEARNING IN PRACTICAL NURSING

Martha Bell

The Practical Nursing curriculum is twelve months in length and combines classroom theory with clinical experience. There are fourteen courses in the program, starting with Vocational Adjustments, Health Nutrition, Life Span, and Structure and Function. These courses allow the student to start with something familiar and non-complex before proceeding to the more complex Fundamentals of Nursing, Illness Conditions, and Disorders of the Various Body Systems.

In the 18th week of the curriculum there is a course, Introduction to Illness Conditions. This course introduces the student to illness conditions, the causes of illness, defenses against illness, and the nursing needs of people who exhibit selected signs and symptoms of illness. Included in this course are 39 nursing skills or procedures of which the student must have knowledge: purpose, technique for performing, safety measures, expected results, and correct method of reporting and recording.

It was felt that the student should be allowed to move at his own rate of learning and provisions were made for this activity. For each of the skills, an assignment sheet was developed, which included suggested references and those visual aids (trainex and the Single Concept Film Loops and tapes) that were applicable to the topic. A progress test was developed, and a patient unit was set up for each of these skills so that return demonstration of some of the skills was possible. Some skills, such as Oxygen Therapy, Sterile Scrub, etc., could not be demonstrated in the laboratory setting. The students were given the packet of assignment sheets. As each student completed an assignment sheet, he contacted one of the five instructors who, in turn, reviewed the sheet with the student. Errors were corrected and incidental teaching took place. After this was accomplished, the student took the progress test and gave a return demonstration of the procedure. In some cases the demonstration preceded the progress test. Approximately 4-5 hours per week for six weeks were scheduled as open lab, and the faculty worked with students as they were ready.

The strengths of this project were obvious to the faculty and the students. First of all, the students were active participants in this learning activity and, in so doing, assumed more responsibility for their own learning. The student that needed additional practice in a specific skill was able to remain in the laboratory and practice until she felt comfortable with the procedure; then she went to the hospital for actual patient contact. This method allowed each student to progress at her own rate of learning. The instructor was free of classroom presentation and was able to work with each student on an individual basis during the time of the assignment sheet discussion and at the time of the return demonstration. Each student was encouraged to seek additional help for individual learning problems by attending the Learning Lab as well as seeking counseling if appropriate.

The weaknesses were also obvious. The A-T lab was not equipped with carrels, and this produced a problem. Also, some of the progress tests were not ready when the students were; so they had to be given at a later time. The nursing lab was not ideally situated, but the instructors were able to arrange for return demonstrations for the most important skills. Some of the students did not complete all the return demonstrations as they wanted to until the last week of the course, and time and room ran out. In another year, though, adequate lab space and, most important, an A-T lab operated effectively should be available.

The faculty evaluated this project, and felt it was very worthwhile, even with the problems. The student reaction was enthusiastic and they felt it was of great value to them. With this in mind, plans have been made to employ this type of teaching to the Basic Nursing Fundamentals Course, in addition to this course, for the September 1970-1971 class.

AN ATTEMPT TO EVALUATE STUDENT PROGRESS IN READING

Mary Ellen Bradford

The purpose of this research project was to find out if the students who attended the Santa Fe Junior College's North Center Learning Laboratory made any significant gains in reading level, as compared to those students who did not attend the Learning Lab.

Furthermore, to help in the evaluation and ordering of new materials for the Lab, the researcher planned to discover the reading materials that the students enjoyed the most and what materials they felt helped them improve the most in reading.

Lastly, the researcher planned to see if there was any correlation between the gains made by the Learning Lab students and the material they used the most.

From a comprehensive review of the literature regarding reading improvement, the following conclusion was drawn: studies of reading improvement often yield conflicting results. In some, improvement is noted, and in others, the experimental groups attain levels of performance which are not significantly greater than those of control groups. When experimental groups do not demonstrate significantly greater gains, this is frequently viewed as failure of the treatment program. However, it is felt that it may be that the instruments used and the range of variables analyzed are insufficient for discriminatory scope or capacity.

Two groups were utilized to facilitate the purpose of this research project. The experimental group was composed of twenty-four students (fourteen black and ten white) picked at random from the tenth, eleventh, and twelth graders who attended the Learning Lab. The control group consisted of twenty-four students (fourteen black and ten white) picked from those North Center students who did not attend the Lab. These students had grade levels very similar to those in the experimental group.

In late September, 1969, all students were given the pre-test, which consisted of the comprehension section of the Stanford Diagnostic Reading Test (form W, level II). In late April, 1970, the post-test was administered. It was the same form and level as the pre-test. The mean gains in grade level from pre-test to post-test for both groups were then compared.

For the second part of the research project, the researcher asked two questions of the students in the experimental group: 1) What material did you enjoy the most? 2) What material did you feel helped you improve the most in reading? The responses were tallied and then tested for significance. Next, the twelve students who made the highest gains were selected. The researcher then examined the work in each student's folder and noted the material used most frequently.

It was found that the experimental group made a mean gain of eight and one-half months in reading level. The control group made only a two month gain. Furthermore, in the experimental group twelve out of the twenty-four students made a gain of eight months or more. In the control group only four students made such gains. Although these gains did not prove statistically significant, it can be noted that the students who attended the Learning Laboratory made much greater gains in reading level than those who did not attend.

The material that the students enjoyed most, as well as the material they felt helped them improve the most was the SRA (Science Research Associates) Reading Laboratories. The material receiving the second highest response was It's Your World. Both responses proved to be highly significant at .05 level.

Lastly, it was found that there was a strong relationship between gains in reading level and the type of material used the most (the SRA Reading Laboratories).

The instructor wishes to express her thanks for the assistance offered by the Office of Research in the statistical analysis.

EVALUATION OF WORK EXPERIENCES IN THE VOCATIONAL EXPLORATION PROJECT

Bobara Broce

The Vocational Exploration Project is sponsored jointly by Santa Fe Junior College and the Florida State Vocational Rehibilitation Agency. It is designed to give twenty-five vocational rehibilitation clients twelve weeks of a wide variety of experiences that evaluate the vocational aptitudes and interest of each student. All resources of the College are available in order to perform the project.

The majority of the participating clients in the five completed Vocational Exploration Projects were persons who were underemployed such as maids and food service counter help. The remainder of the participants were either physically handicapped, behaviorally disordered, or not previously employed. The total number of participants in the five projects was 96 with 82 (or 85%) completing the entire twelve week program. Of the 82 completing the evaluative phase, 42 are now in training at Santa Fe Junior College, 21 are employed, and 19 are neither employed nor in training. Of this last group of 19, all have expressed a desire for employment or training in the future.

In addition, the objectives of the program have been realized demonstrating its success. These objectives are:

1. Reasonable vocational interests have been identified for each student.

2. A positive, friendly, safe, supportive, and success-oriented atmosphere has been maintained throughout all experiences in order to reinforce and increase each individual's feeling of self worth.

3. Counselor aides have been utilized in order to maximize personal skills.

4. Opportunity has been provided for each person to improve his basic educational skills.

5. Opportunity has been provided for the development of interpersonal skills.

6. The learning of a skill in a protected work lab, such as the electronics assembly lab, has provided personal growth, vocational exploration, and the experiences of learning a new skill.

7. The students have become aware of the existence of the community college as an agency that occupies a real and valuable place within their personal sphere of living.

8. The counselor aides have experienced what it means to work with people and have had an opportunity to explore the possibilities of including Human Service occupations in their own vocational goals.

A BEHAVIORAL APPROACH TO AUTO MECHANICS

Ralph Carlysle

In an effort to make the auto mechanics course at Santa Fe Junior College more than just a study of automobiles and tools, student behavioral modifications were attempted. The goal of the project was to teach the Area Technical Vocational high school students to live successfully with their fellowman through the study of auto mechanics.

The procedure employed is a high degree of personal interaction between instructor and student with honesty being the most important ingredient in the interaction. Subjects discussed in the interaction process were the competitiveness of the working world, application of academic courses to auto mechanics, importance of post-secondary education, and military obligation laws.

While no evaluative instrument was used to measure the changes in student behavior, the observations of the instructor are as follows: an increase in responsibility, growth in respect for ones fellowman, and an increase in interest for post-secondary education by approximately fifty per cent of the students.

PROJECT ALGEBRA

Florence Cline and Carlos Piedra

Project Algebra has the purpose of establishing the best possible curriculum in the algebra sequence leading to the successful completion of the pre-calculus courses. The algebra sequence is characterized by continuity of learning experiences, flexibility in entering the sequence, and individualized instruction whenever feasible. The specific objectives for the project are as follows: the serving of both transfer and terminal students, the evaluation of our present courses, the determination of each course's content, the evaluation of methods of instruction and textbooks, course evaluation by students, and the measurement of students' change in attitude toward algebra.

During the Winter Term, 1970, two sections of Elements of Algebra were taught by the instructor using the lecture method and a regular text book. Attendance was required. Two other sections were taught experimentally by an instructor using a series of two programmed textbooks. Here the students came to math lab for help when needed and to take their chapter tests. No class attendance was required. There was a total of 22 people in the control section and 22 people in the experimental section.

Pre-tests were given each group. A 25 item ability test was administered to see their current level of algebraic ability. Also an algebraic attitudes test and a biographical data form were given. Post-testing included the same ability test and algebraic attitudes test.

During the term each group was given chapter tests. All sections had 13 question "multiple choice tests". They had to get at least ten questions correct in order to take the next test. The chapter by chapter coverage was not the same but the end result of knowledge acquired was essentially the same.

An analysis of the data revealed that both the experimental and control groups began the course at the same level of competency in algebra ability although each group performed differently on several of the 25 items. No statistical differences were found in the gain scores of the experimental and control groups. Two variables, though, did show significant differences in gain scores: 1) day students did better than night students, and 2) females had higher gains than males (although the fact that there were 8 female students and 36 male students must be taken into consideration).

Due to outside factors, it was possible to give the attitude tests only to the two experimental classes. The post-test scores were signficantly higher, statistically, than the pre-test scores for both classes, and the attitude gain scores for the day students were significantly higher, statistically, than for the night students.

There was no pressure put on the students in the experimental sections to finish the course during the term. With this provision it allowed a great deal of individuality in the treatment of students. A woman in her late 50's said, "I never would have made it in a regular classroom." It took her 16 weeks to complete the course. Another student who was afraid of math worked for two quarters before completing the course. He now states his fear of math has greatly diminished. A foreign student took two quarters to complete the course but had a better grasp of English and algebra at the conclusion. A girl, due for plastic surgery before the end of the term, was able to finish her work several weeks early thus enabling her to go into surgery with one less worry on her mind. One student completed the entire sequence in three weeks. Fifty per cent of the students that did not complete the course in the 11 weeks of the term are working on it now or have since then completed it.

The instructors involved in the study wish to thank the Office of Research for the statistical analysis of the data.

AUDIO-TUTORIAL EXPERIMENTAL SPANISH PROGRAM

Manuel S. Couto

The primary objective of language learning is communication. Thus, the Spansih Program at Santa Fe Junior College is geared in such a way that all students can learn the Spanish Language and be able to use it. To achieve this goal, and considering the needs of the students, an experimental program was introduced during the Winter Term, 1970, based on Audio-Tutorial instruction and placing as active role upon the students.

The Spanish instructors tried to solve the difficulty of some adults from the community who were interested in taking Spanish for credit and could not attend the regular class meetings. The instructors grouped them and agreed to help them one day per week, on their own time, to reinforce what they had done during the week. This was the experimental group; it consisted of persons all in their twenties with one an army officer, two housewives, and two teachers. The instructors provided them with: a) textbooks; b) reading materials; c) programmed vocabulary to develop conversational habits; and d) worksheets of assignments: Language Lab, letters, compositions, and other free topics. They knew well in advance what to do each week. They were tested once a month, covering all units of that period. The tests were the same as those of the control group.

The control group was composed of normal college students who were able to attend regular daily classes. They used the same textbooks; they were provided with the same worksheet of assignments; and they were tested after each individual unit.

In both groups the active role and personal involvement of each student were emphasized. This situation helped to promote excellent attendance and fine cooperation among students themselves.

The same outline of the Spanish program was followed in all the classes so that at the end, all students could evaluate the whole program. This was to see if the same methods of teaching should be continued in the future and to see if students thought their time was well spent in the Spanish class.

The results of the experiment showed that while the experimental group's tests were answered as correctly as the control group's, the control group covered more subject areas than the experimental group, and the work was easier for the control students who met everyday. So the IDEAL for a language class, it appears, is to meet everyday for a short period of time rather than to meet once or twice a week for a longer period of time.

All the students taking part in the Spanish Program were polled also in order to get their feedback and see if the instructors were going in the right direction in accordance with Santa Fe philosophy. Their answers reflect overwhelmingly that the Spanish Program is very much in line with that philosophy.

"OPEN YOUR EARS' EYES AND DO IT" IN THE BASIC HUMANITIES COURSE

Helen K. Davies

A different approach to the basic course in humanities was attemped employing the single conviction that one can appreciate fully the creativity of others only by having the same experiences.

Therefore, if the class is studying architecture, it begins by looking at a film on the life, works and philosophy of Frank Lloyd Wright. Then it takes a bird's eye view of architecture, beginning with the Egyptian era for example, to see how Wright evolved the concepts he demonstrates. Next the class is given materials (this can be a costly procedure as most of the materials and references are furnished by the instructor) such as house plans and books on architectural terms to study. Then they are ready to create an architectural "happening" themselves. With graph paper and furniture scaled to the same size, the student plans and draws floor plans for a house and arranges the furniture within it. Then each student explains his or her plan to the class, telling why he has selected particular space and furniture arrangements. Many students have later made a model (out of various materials - cardboard, for example) based on the plans he first rendered as a class project. This model may then become his term creative project. To achieve an "A", the student does one large creative project and many incorporate one of the class projects into this.

No formal text is used in this course. Films, slides and dittoed material are the substitute. The films include not only information about the arts of different eras but also how the artist actually works. Many books from the instructor's personal library are available for the student to study including books on various techniques. The procedure explained by the architecture section is the same for painting, mustic, etc.

A humanities lab is being set up where the student can go to paint, design and build models for work in sculpture, music (with use of electronic pianos) and the like, using material furnished for him. It is by doing that students truly learn.

Many unusual effects have been achieved in these creative projects. Students have gone on to further study in some of the fields first attempted in this class, having never known or realized before that they had both the talent and desire to create.

PRECISION TEACHING AS APPLIED TO BEHAVIORAL SCIENCE

Edwin E. Eddy

Precision Teaching is an instructional method requiring that the course to which it is applied, have its objectives stated in precise, behavioral terms that are observable and measurable. In addition, it requires that the learner receive continuous feed-back on his progress toward the achievement of the course objectives and that the instructor keep accurate data of each student's progress and adjust the course curriculum accordingly.

During the Spring Term of 1970, Precision Teaching, utilizing primarily the instructional strategy called the Performance Session (a technique developed by Dr. H. S. Pennypacker of the University of Florida), was applied to the required freshman course in behavioral science. The purpose in conducting this experiment was to determine the relevance of precision teaching to the total junior college curriculum and to ascertain whether or not it conflicted with the more humanistically oriented views of the educational process espoused by the philosophy of the junior college. The goal of the classroom itself was the emission of technically meaningful verbal behavior at a rate characteristic of persons in the field of goal-directed human behavior.

Each learner was assigned a student manager. The student managers were selected on the basis of their past academic performance in behavioral science, their interpersonal relationship skills, and their interest in helping others learn. The role of the student manager was to meet, at least, twice per week throughout the course's duration with each of the learners assigned to him and assist him (the learner) in appraising his progress toward the fulfillment of the course objective.

The principle strategy applied by the student manager in these meetings was the performance session. It consisted of presenting new and basically familiar or well-known material on item cards to the learner, continuous feed-back relative to the learner's progress toward the fulfillment of the course objective, on-the-spot diagnosis of individual learning problems and discussion of possible remedies, and one-to-one interaction, at the learner's request, with a knowledgeable peer concerning course related matters. The performance sessions were all conducted, with but a few exceptions, during the regularly scheduled class periods. As they were going on, the instructor met with the students as a group for the purpose of discussing course material and learning problems with them. As each student's performance time would arrive, he would merely leave the room, go to the precision teaching laboratory, and have his performance session.

An analysis of the data collected showed that approximately one third of the students who originally registered for the course dropped out or switched to another section primarily due to the fact that more work was required of the student than in other behavioral science classes taught by orthodox methods. A comparison of the final item card session dealing with all the courses content and the first item card sessions showed the mean number of correct responses emitted by the learners on unit I was 14. On unit IX (the overal unit), the number was 39, thus, showing a mean increase of 25 correct responses. Errors were reduced from a mean of 21 on unit I to a mean of 0 on unit IX.

It can also be concluded from the data and the comments of students, that this seemingly mechanistic teaching-learning process has many very human aspects. Helping relationships developed by student managers for the learners assigned to them were extremely gratifying and illustrative of the ultimate in individualized instruction.

MASS COMMUNICATIONS AND GENERAL EDUCATION

Marilyn S. Fregly

This study diagnoses some of the problems in junior college journalism today and prepares the groundwork for an up-to-date curriculum in mass communications. The method used is in the framework of action research which first analyzes the problem in order to generate hypotheses for further study.

In the first phase, two courses were taught: One was with a social science emphasis on mass communications as an American institution. The majority of educators recommend this consumer orientation for introductory level journalism courses. The other with an emphasis on technical and editorial skills was favored by a majority of students. Their responses correlated with national student surveys in which students requested more career information and experience as well as more opportunity to participate in curriculum organization–its design, grading system and content orientation.

In the second phase, both teacher and students embarked on an experiement in creative problem solving. Two courses were offered in which each student was allowed:

1. To select any area of human life which could be investigated with the tools of graphic and-or electronic media.
2. To set his own goal.
3. To seek help from any source available in or out of class or college (i.e., teacher, books, working journalists, etc.).
4. And to present the results of his term-long study to the rest of the class for final evaluation and a grade.

This individualized approach to both content and design led to a manifold increase in the number, variety and originality of student projects. At the end of these two terms, students were polled again. While an overwhelming majority reacted favorably, the few negative responses indicate the kind of student who is not stimulated by initiating his own learning and prefers to be led by another. Further study is needed in this area of motivation.

The report ends with the following recommendations for phase three:

1. That the catalog listing of "Journalism" be changed to "Mass Communications" in order to reflect a twentieth century approach to all media. "Journalism" connotes a nineteenth century idea of writing for a newspaper, journal or periodical–strictly graphic media.

2. That equal time be given to workshop-laboratory in order to teach skills as well as encourage creativity and productivity (experience level) and to lecture-discussion (conceptual level).
3. That workshop experience include a "hands-on" experience as in a science or art laboratory to handle and create graphic and audio-visual materials.
4. That lecture sessions use the mass media to convey information through media, i.e., audio-visual presentations of historical background, controls and regulations, career information.
5. That the instructor's role be recognized as three-fold: Teacher of technical skills, programmer of conceptual level information and as counsellor to deal directly with individuals and in group conference.
6. That students be given career information about job opportunities , pay scales, etc., in the mass media, but also be encouraged to take the media skills learned to other occupational areas, i.e., teaching, law enforcement, nursing, as well as to the study of other academic disciplines (social and behavioral sciences, physical and biological sciences, art, humanities as well as all aspects of written and oral communication).
7. That a mass communications curriculum be designed for tomorrow's citizen whose leisurely preoccupation may be equally as important as his occupation. In his spare time, tomorrow's student-citizen need not be today's passive consumer of media, but can be an active producer using media tools such as a camera, tape recorder or graphics.

AN IN-DEPTH STUDY OF THE MANPOWER DEVELOPMENT AND TRAINING PROGRAM

C. D. Geiger

A project was initiated in the Manpower Development and Training program at Santa Fe Junior College in order to provide the MDT staff with an opportunity to insert their ideas into the program and to better prepare them for the eleven month training period. This was the first opportunity since the MDT program started in Alachua County in January of 1965 that the program was developed by the acting Director and staff and that time was allotted to do so.

The MDT Vocational instructors were provided with a two-week pre-planning research period. During this time, they were able to accomplish the following:

1. An in-depth study of curriculum and teaching plans.
2. An opportunity to see how the instructors support each other.
3. An opportunity to share innovations that had worked for individuals in the program.
4. An opportunity to have seven members of the junior college staff representing other departments share their experiences, their desire to help, and offers of continuing services to the program.
5. An opportunity to preview materials and schedule them for later use.
6. An opportunity to study and plan for individualized instruction in order to have a better concept of individualized instruction and to realize its benefits to trainees.
7. An opportunity to study pre-employability skills and how important they are, and how to better prepare students in this area for the work world.
8. An opportunity to consider all audio-visual resources and how to better use them.
9. An opportunity to get in the position to meet the responsibility ahead as a team with one objective with time being provided for each individual to familiarize others with his responsibilities as he sees them.
10. A time to analyze the open-ended concept part of the new program and how to carry out its philosophy (when a person reaches the work-entry level he will be encouraged to get a job, and another individual will be coming in to fill the slot of the one placed in the work world).
11. An in-depth study of the prevocational concept (a six-week block of time at the beginning) with complete plans being made as how to present subjects needed and give each trainee a hands-on look at the occupations available for entering after the initial six weeks.

HEALTH RELATED CORE PROGRAM

J. Richard Gilliland

Students displaying an interest for moving into a health related program are being asked to enroll in a summer enrichment workshop. The purpose of the workshop is to:

1. Provide students with a comprehensive look at all allied health careers.
2. Provide extensive counseling services for students in order that they may make wise vocational choices.
3. Provide learning lab experiences so students will have better developed learning skills in order to maximize their chances of success in their specific chosen program.

This experimental workshop will later be turned into a regular core program which all students in health related programs will take prior to moving into the specialized program they have selected, (e.g. dental assisting, associate degree nursing).

To accomplish the above mentioned objectives, a team teaching arrangement has been developed which includes the following areas: a survey of health related fields, behavioral science, and laboratory communications. Evaluation and modification of the workshop will occur at the conclusion of the Summer Term.

DIVERSIFIED INDIVIDUAL TEACHING (DIT) IN THE BASIC ENGLISH COURSE

Evelyn Hale

The open door policy in junior colleges has resulted in the attendance of students with a wide range of abilities within the same classroom. In an attempt to meet the needs of all students, a research project employing diversified individual teaching was performed at Santa Fe Junior College in the basic English course. In diversified individual teaching the level of ability of each student is determined and he is then helped to cultivate his own proficiencies or remedy hi own deficiencies in the communicative skills.

As a means of implementing this concept, a learning lab was established to provide programmed materials and individual assistance in specific skill areas. Students who have shown weaknesses and those who have shown strengths can thus take advantage of the lab as desired or required for work on projects which meet their individual needs. By placing students of all abilities in the learning lab, it was felt that a more equitable process of learning was provided without attaching to the learning lab the stigma often associated with clinics.

The principal hypothesis formed was as follows: Students provided with diversified individual teaching (DIT) obtain greater gains in achievement in the basic English course than those taught in an orthodox fashion. From this hypothesis, two conclusions were made: 1) fewer absences occur with DIT than with orthodox teaching, and 2) after the course's completion, more students from DIT continue using the learning lab than those from orthodox teaching.

The sample was one of convenience consisting of two sections of the basic English course which were assigned to the research teacher. One was arbitrarily designed as the control group and the other as the experimental group with each containing 20 students. Both groups used the same text-books and were pre- and post-tested on reading, grammar, and writing. The students in the control section were invited and urged to avail themselves of the facilities of the learning lab, but those in the experimental section were required to use it and were scheduled for DIT in the lab one period out of five every two weeks besides being encouraged to use the lab as many hours as possible beyond this. In some cases the help given was remedial; in others it was augmentative.

Through the use of statistical testing, it was seen that the experimental group's gains were greater and were significantly different (at the 5% level or lower) from those of the control group in the testing areas of skills in the use of phrases, overall grammar ability, writing content skills, and overall writing ability. While all other testing of reading, grammar, and writing showed no significant differences between the experimental and control groups, the mean gain of the experimental group was higher in each case. These two facts tend to support the general hypothesis that DIT does increase achievement as compared to orthodox teaching methods.

The experimental group also exhibited less absenteeism and more frequent use of the learning lab after the course's completion than did the control group. Absenteeism was significant at the 10% level, and continued use of the learning lab was significant at the 1% level. These two differences seem to imply a higher degree of student motivation being instilled by DIT than by orthodox methods again demonstrating the advantage of using DIT.

While the results are satisfying to the experimenter in that the students appeared to gain from the experiment, it should be noted that the sample was small (n=40), and the sample that was used was a sample of convenience limiting any type of statistical inference.

The instructor wishes to express her gratitude to the Office of Research for the statistical analysis of the data.

SANTA FE AND THE CRITICAL THINKING GAP

M. Drew Hurley

In an attempt to better diagnose the academic abilities of our students several social science instructors decided to use several standardized tests. The WATSON-GLASER CRITICAL THINKING APPRAISAL was chosen because its results gave a reasonable indication of the verbal reasoning ability, critical thinking skills, and general intelligence level of the students within each class. However, because the purpose of this study was diagnostic, every attempt was made to insure individual student anonymity.

The WATSON-GLASER CRITICAL THINKING APPRAISAL has been administered, over a period of two years at Santa Fe Junior College, to 405 students in the basic social science classes. The mean score of this population is 65.75; with a standard deviation of 10.26; with a range of scores from 34, as a low, to 94. In the "Instructor's Manual" published with this test, 65.0 is noted to be the mean score for all high school seniors, based on the authors' nationwide standardization tests. As most of the students who were administered this test were freshmen, these results would indicate that our students are in no way lacking in their critical thinking abilities. Indeed, because of Santa Fe's diversified Community-Service programs, and our open door policy, these results speak very highly of the abilities of our students.

One trend in the pattern of scores was observed during the testing program which, although not statistically significant, is very encouraging. It was able to document an increase in scores through the later terms of the school year. The mean score for all students in the Fall Term is 64.8, the mean for the Winter Term is 65.9, the mean for the Spring Term is 66.8, and the mean for the Summer Term is 66.9. Progressive increases in scores, such as demonstrated here, tend to indicate that the instruction students received during the course of the academic year is having a positive effect on increasing the students' verbal reasoning abilities. However, the gains noted here are not statistically significant enough to rule out chance, and there are also other variables involved, notably mid-year transfer students.

One other significant finding needs to be menthioned. On four separate occasions, in two different terms, the research instructor selected classes that had a fairly even mixture of black and white students, and asked these students to indicate their race on their otherwise-anonymous answer sheets. The mean score of both blacks and whites was extremely close and clearly not statistically different.

The conclusions drawn from this testing program are significant in two respects, even though there is no overwhelming statistical deviation. First, the findings tend to indicate that, despite other problems of communications and articulation, black students do not start off at a disadvantage in terms of their intellectual abilities. Second, all students, black and white alike, based on progressive increases in scores during the academic year, develop their critical thinking skills during their academic tenure at college.

STUDENT ATTITUDE: THE CRITERION FOR SUCCESS?

M. Drew Hurley

Attempting to describe the academic preparedness of students is always a tenuous undertaking. It is even more difficult to ascribe the psychological factors comprising a student's belief systems which might allow for academic success. Because of the diversity of the academic, technical and vocational programs offered at Santa Fe Junior College, the task of evaluating student attitudes seems onerous.

The majority of the students in the research instructor's classes of behavioral science during the academic year 1968-69, expressed the ambition of furthering their education, upon graduation, at a four- year institution. Therefore, the instructor was left with no alternative but to hypothesize that there was no significant difference between the attitudes of these students and the attitudes of students at four-year colleges. To test this hypothesis, a one-year study was conducted using the Dogmatism Scale (designed by Milton Rokeach) and the Heuristic Scale (designed by the research instructor).

During the one year testing program, 235 students were administered these psychological attitude tests with consistent results each term. The findings for the Heuristic Scale, which measures attitudes of anti-intellectualism, and those for the Dogmatism Scale, which measures open and closed mindedness, show that the mean scores obtained by Santa Fe students differ from those obtained at other universities and colleges: Michigan State University, Ohio State University, and University of South Florida. In each case, Santa Fe students were more anti-intellectual and closed minded although the disparity between the scores achieved at Santa Fe and the other universities bears some interpretation. There appear to be several factors mitigating against Santa Fe students.

First, the Santa Fe sample population is made up almost entirely of freshmen (the tests were administered in a freshman level course). All of the test administrations conducted at the four-year institutions were presented to classes at the sophmore level. Consequently, two phenomena will have likely occured before the administration of these tests to the university populations: those students whose attitudes were extremely dogmatic or anti-intellectual would have flunked out, dropped out, or modified their ideas significantly in order that they might compete successfully in an environment that necessitates open minded intellectualism; and upper classmen may have comprised a portion of the sample population. Additionally, the students comprising the university samples have shared a much longer period of exposure to the liberalizing and mind opening aspects of college life.

Secondly, the sample size of Santa Fe subjects was more than twice that of the other schools.

Thirdly, because of university practices of selective enrollment, Santa Fe attracts many students who might be rejected elsewhere. Even though a student may carry many attitudes which pose a potential liability toward academic success, he is perfectly free to sit in a Santa Fe classroom.

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THE INNOVATIVE USE OF DANCE IN MUSIC APPRECIATION CLASS

Betty Keig

The purpose of the presentations in Music Appreciation class involving the dance is to show the relationship between sound in space and movement in space.

Since music is abstract, the technical terms used to define its fundamentals have little meaning to the student music listener. Dance movements, therefore, are used to clarify musical terminology and to enlarge the scope of recognition in the relationship between the two arts.

An example of this method of approach to music learning is in the exposure of students to the innards' of the phrase in both its structure and interpretation.

The phrase is first compared to a sentence, starting with a familiar quotation such as "To be or not to be; that is the question." Each student may interpret the phrase as he sees it such as "To be or not to be; that is the question." In so doing the student also sets a certain tempo and suggests a quality of expression which the dancer then interprets in movement. The musician-teacher then writes a melody which agrees with the student's and dancer's interpretation of the phrase. The student, dancer and musician then combine results into one; the words now sung instead of spoken.

Following this, new phrases are introduced and translated into dance and music. Gradually more students begin to participate by taking an active part in the dance movement making and melody writing.

With the encouragement to be involved emphasized, the concepts of movement and music can be better understood and much more enjoyed than using only the usual verbal means of explanation.

As the students work with other fundamentals of music in a like manner, a growing awareness of the close relationship of the two arts can be realized. The culmination of this recognition is brought to a focal point via a video tape which demonstrates improvisation in both dance and music. Through this means the students can recognize how the disciplines they have encountered can lead to an artistry of spontaneous creations so that the two media are as one art form.

THE USE OF COUNSELOR AIDES IN THE VOCATIONAL EXPLORATION PROJECT

Mary Landsman

Since November of 1968 a Vocational Exploration Project has been jointly sponsored by Santa Fe Junior College and the Florida State Vocational Rehabilitation Agency in Gainesville, Florida. The Project is the one referred to earlier in this booklet in the article entitled "Evaluation of Work Experiences In the Vocational Exploration Project." Besides providing each student with a wide variety of experiences in order to evaluate his vocational aptitudes and interests, a second important objective was to provide junior college students with a hands-on experience in working with people in a helping role. These students would be assigned to the project as aides.

At the beginning of the project, each vocational student is assigned to a counselor aide. In groups of six or seven students and one aide, they spend one-fourth of the morning in each of the following locations: the learning lab, the typing lab, the electronics lab, and in vocational exploration counseling. During this time, an initial evaluation of interests and skills is compiled by the counselor aide. The first five weeks of the program also includes a sewing course for the women as well as goup interaction sessions. The last seven weeks of the project are used to pursue special interests in occupational areas. This is done by field trips, the auditing of courses, and setting up individual experiences with highly skilled technicians and professionals. The learning lab and vocational exploration continue to be a part of each person's experience throughout the project.

In the learning lab, each person has an opportunity to work at a level where he is able to succeed. A pre-test is given by the counselor aide and work is selected based on the results of this test. Each student receives daily feedback from the counselor aide about his success, and suggestions for further work. At the end of the project, retesting gives everyone a chance to see how much progress they have made. The mean amount of progress in silent reading comprehension for the 12 weeks has been 1.4 years, and the amount has ranged from none, to five years growth. No one has regressed.

The instructors and counselor aides feel that they have been successful in knowing each student as a person, in finding ways of magnifying each person's worth and individuality, and in giving them the experience of success.

A LABORATORY-CENTERED UNIT RESEARCH DESIGN

Mary Ann Linzmayer and Norma Dew

Since a house containing four units is the basis of the planning for the physical structure of the new campus of Santa Fe Junior College, thirteen faculty members at the East Center are researching the unit concept as it applies to a multi-disciplinary, multi-sensory laboratory approach to teaching. A unit is a group of instructors representing different disciplines housed in a common physical space and sharing a common teaching philosophy. The philosophy shared by the instructors in our unit involves a belief that learning is best achieved in a "hands on" situation where each student can progress at his own rate through a variety of multi-sensory experiences. The instructors will be located in a common area including office, laboratory, classroom, conference space, and multi-media workshop. With each instructor housed adjacent to his discipline's laboratory-classroom, these laboratories become instructional workshops available to all students.

The laboratory classroom will be equipped with a variety of media designed to involve the student as much as possible in his own learning and to enrich his classroom experiences. The student will be provided with an opportunity to experiment with ideas related to course content and to investigate principles at his own rate. Classroom lectures, which may cross the lines of various disciplines, as well as seminar discussion and individual conferences will comprise the instructional program. Experimental and innovative use of modern media will facilitate individualized learning.

Since individualized learning is an integral part of this unit, specific behavioral objectives will be defined for all areas of this unit's curriculum. Overlapping of objectives is anticipated in several disciplines. It is planned to correlate closely these specific behavioral objectives with the design of evaluation procedures.

The research is designed to investigate how the unit concept can be effectively related to a laboratory-centered approach to teaching utilizing a variety of the most recent media and stressing individualized instruction. In addition, by crossing traditional disciplinary lines, it is hoped to dramatize the interrelationship of all learning so that the students achieve an integrated concept of man and his environment.

STUDENT EVALUATION OF A POLITICAL SCIENCE TEXTBOOK

D. R. Matthews

In order to encourage the active participation of students in discussions which will better enable them to assume a more responsible role in the political process of the nation, the instructor used a text in his political science classes which he felt was easy to comprehend, offered provocative questions and clever cartoons, and at time, maintained a biased presentation (which the author admits) to provoke student reaction.

An evaluation by the students in one of the political science classes showed that more than 86 per cent of the students agreed that the reading level of the text was appropriate, the glossary and illustrations were helpful, the text included sufficient information, and the opinion responses increased interest in political science and led to good class discussions. Only 40 per cent of the students thought the text was too biased in its presentation of controversial subjects, and 77 per cent found the cartoons helpful. Regarding an overall opinion of the book, 87 per cent of the students consider it a good textbook.

AN APPROACH TO TEACHING AN INTRODUCTION TO ANTHROPOLOGY

Stuart I. McRae

In order to improve the teaching methods of anthropology and to allow the maximum number of students to take advantage of this improvement, the introductory course to anthropology will utilize various innovations beginning with the Fall Term, 1970, at Santa Fe Junior College.

This introductory course in anthropology will be taught with the use of multi-media, auto-tutorial tapes, lecture, and small group sessions designed to apply the data. It will permit a single faculty member to instruct 250-300 full-time students better than he can now instruct 100. It will allow the students to learn at their own pace, grasp more data, and understand the application better through those media than by traditional methods. It will further permit increased interaction on a meaningful level between faculty and students.

The teaching methodology consists of four basic stages. Under the first, the instructor will meet the entire class of 250-300 students once a week in an auditorium situation where he will seek to stimulate interest in the field through a lecture or a multi-media situation or sometimes both. There are 11 of these sessions and four full length color films will also be used. Since this is the instructor's only lecture of the week, it is designed to be the "best lecture". It is not a lecture given over to the transmission of facts, but to inspire, create enthusiasm, and infuse a spirit of contagion regarding the field of study. Its purpose is to motivate and to confront the student with as much stimulating material as possible.

In stage two the student may enter the learning lab carrel at any time during the week and listen to an auto-tutorial tape, illustrated with slides, prepared by the instructor. He may reverse the tape whenever he chooses or listen as much as he wishes, thereby learning at his own pace, rather than being forced to learn at the pace set by the lecturer's normal rate of speaking. If the student can learn faster than the normal speaking voice on the tape, he may set the speed on a "compressed speech" selector and receive more information at a faster rate.

This auto-tutorial method is designed to replace the instructor as a surveyer of facts or source of data. The student will absorb most of the core data for the course by auto-tutorial methods.

During the third stage, once a week the instructor will meet with small groups of about twenty students in an informal situation and discuss the relevancy of the core data, explain its function and discuss its application.

In the last stage the evaluation will take place in the form of two examinations, one at the end of the fourth week and one at the end of the eighth week to determine the student's grasp of the core data. The combinded score of these exams will count 40% of the student's total grade. The final method of evaluation will be in the form of five problem solving situations which will be devised by the instructor and placed on the auto-tutorial tape. The student must solve one of the five problems, which will require both the knowledge of the core datum and its application, and turn in a written answer to the instructor.

Should the student fail to solve the problem to the professor's satisfaction, he may then choose one of the four remaining problems. If he is unable to solve three, he must repeat all or part of the course and better equip himself to handle these problem solving situations. This assures that the student not only knows the core material, but that he also has a working knowledge of it.

THE EFFECT OF MUSICAL BACKGROUND ON LISTENING PERCEPTIVITY

Sandra S. Noe

The purpose of this study was to analyze the effect of musical background on adult perception in listening. It was felt that such a study would provide a starting point for deciding what the scope should be in a music listening course and that the deficiencies would offer information to the instructor as to what areas to emphasize.

During the Winter Term, 1970, a self-designed questionnaire was administered to a Music Appreciation class in order to ascertain the general musical background of each student regarding musical lessons, membership in musical groups, self-taught musical skills, ability to read musical notation, composition of record collection, and parents' attitude towards music. Based on the information obtained from the questionnaire, the class was divided into two groups: Group I, students with good musical backgrounds, and Group II, students with very little musical backgrounds.

Next the research instructors designed a listening test which consisted of multiple choice questions about the compositions to which the students would listen. The selections were of a varied nature and tested listening ability in the following areas: identification of instrumental and vocal timbres, musical styles, recognition of basic musical elements, formal structure, compositional techniques, and subjective impressions of total sound.

The results of this test were:

1. Group I and Group II had the same range in scores on the number of questions missed. However, Group I scored slightly higher on the technical questions.

2. Both groups were faily successful in the recognition of instrumental and vocal timbres.

3. Neither group was successful on questions dealing with formal structure.

4. Subjective reactions were extremely varied.

5. Lack of a common musical vocabulary was a barrier in responding to sounds heard.

Two basic conclusions resulted from the findings of this study. First, musical activity in a person's background has very little influence on his aural perception, and second, lack of a common musical vocabulary is a definite barrier to correct responses to sounds heard and also seems to prohibit focus in listening to specific musical sounds. It appears, therefore, that a Music Appreciation instructor should direct his attention to this problem. He should try to help students gain deeper insight into music through perceptual awareness of the relationships of the various elements in musical sound.

This project was conducted in cooperation with Mrs. Nancy Coles, a graduate student in Music Education at the University of Florida.

STUDENT INVOLVEMENT THROUGH A COMMUNITY PROJECT

Robert W. North

During the Winter Term, 1970, students in the course Interpersonal Communication began an innovative cooperative project with the Department of Correction Division of After-care. The course syllabus emphasized the study of interpersonal communication, and as a "lab" project, each student volunteered to befriend one high school student who had recently returned from one of the state's reformatories.

The need for this cooperative venture grew out of the Division of After-care's severe shortage of counselors. Each of the division's counselors is required to visit each high school student once a week; however, because the counselor's case load averages 50 students, the development of a helping relationship, was impossible with the limited time. Consequently, alternates had to be explored for providing someone to act as a friend, confidant, and role model.

With the cooperation of two after-care counselors, each Santa Fe student was selected for a particular after-care student on the basis of interests, age, maturity and sex. The high school sample consisted of 18 students, two thirds of whom were black. After the initial formal meeting, the Santa Fe student made contact with his or her friend once a week, frequently at the after-care student's home. Supervision was provided for the Santa Fe student in a once-a-week encounter group with the Santa Fe instructor and one of the after-care counselors. A weekly written "reaction paper" was required of each student.

Much was learned from this experiment to assist further ventures into the community. Many more problems arose than anticipated, and many unexpected benefits came to light. Despite the preparation given the Santa Fe students, all manifested some degree of "cultural shock," and some were overwhelmed by the social and economic differences. Most, however, bounced back by overcoming the initial indifference of their students, the sometimes hostility of the parent(s), and their fear of the sights, sounds and values of an unknown strata of society. Fifteen of the origninal eighteen Santa Fe students remained with their contact until the end of the course despite such difficulties as following their friend through numerous foster homes. Some continued seeing their student after the termination of the term.

The values of this involvement by Santa Fe students in a community project are difficult to assess. We know that Santa Fe students became increasingly aware of their isolation from some aspects of the community. We know that the experiment brought about closer relations between the Department of Correction and Santa Fe Junior College. The project demonstrated to after-care counselors the effectiveness of training and using para-professionals in this helping capacity. We also know that individual supervision of Santa Fe students was less than adequate. The students need a great deal of individual encouragement in order to confront and integrate the new experience positively.

USE OF FILMS IN A SELF-CONCEPT COURSE

Robert W. North

In an attempt to integrate the course, The Individual In a Changing Environment, with other academic subjects and to concretize many of the felt-ideas "discovered" during this course, an experimental film program was instituded during this past year as part of the course content.

The course content was divided up so as to present systematically specific felt-ideas (I-thou vs. I-it, Alone vs. Alienation, Ecstasy, etc.) in a sequential manner. In this way "artistic" rather than documentary films were chosen that would express the felt events being studied. The art films present the student with more of a subjective, symbolic expression of a felt event which was more in parallel with the personal, individualistic nature of The Individual in a Changing Environment. Students did not react to the objective content as such, but attempted to seek their own identification with the films and the emotions they stimulated.

Award winning feature films were presented such as the American film DAVID AND LISA, which captured the development of love in two teen-agers, and the French THE 400 BLOWS, which has as its theme the groping for love and fulfillment of a young "juvenile delinquent." The students compared a felt-event in their own lives with the quality and accuracy of the expression in the feature film. Many other short films were obtained from The National Film Board of Canada and the Santa Fe Audio Visual Department.

The only evaluation of this method of introducing students to themselves was through their written self reports. DAVID AND LISA was found to be the film with which most could identify and which seemed to bring about more self-understanding. The short film, THE PARABLE, which concerned a clown's selfless giving and dying for others, was reported to be the most inspiring and the students found themselves considering ideals and aesthetic concepts relevant to society and man. Some students expressed the fact that they could now understand and enjoy films which were not "objective action-orientated" as opposed to the art film.

VIDEO TAPE-A WAY TO DEVELOP SELF CONCEPT

Robert W. North

In September, 1969, Santa Fe Junior College purchased video tape equipment which was both portable and simple enough to be used by the faculty. Use was made of this equipment for student self evaluation and self development in the courses, Individual in a Changing Environment and Interpersonal Communications, and in the teacher-aide program.

Many studies have shown the necessity for honest and emphatic "feedback" for the development of positive mental health. A great part of our self-image has to do with the way we interact with others and our physical representation to others. In order to develop the accurate and positive self concept of the students, part of their group experience consisted in their getting involved in activities which were video taped and then discussed in an atmosphere of openness, trust, honesty and empathy. These activities began with general group fun games such as playing charades, and as the self-confidence of the students developed, activities which focused upon the practice and evaluation of specific communication patterns were encouraged. Students reported that they enjoyed seeing how they "came on" in both group and dyadic situations. "It's fun to laugh at ourselves."

In addition to the above purposes and methods the video tape equipment was employed in the teacher-aide program to facilitate self understanding and self evaluation in the classroom. With the assistance of staff in the Learning Resources Center, equipment was transported to an elementary school for the purpose of taping Santa Fe students who were involved in a work-study project as part of the teacher-aide program. The students were taped on several occasions both in the classroom while involved with "their" elementary students and when in interaction with each other in their weekly training seminar. Portions of these video tapes have since been edited and presented at various professional meetings as examples of the way Santa Fe is engaged in training para-professionals.

A third use for video tapes has been for evaluation of the effectiveness of the courses, Individual in the Changing Environment and Interpersonal Communications, to effect positive changes in the communication patterns of students. During the Spring Term, the students were each asked to be video taped in two five minute sessions. In the first session, they were asked to "find out as much as you can" about another Santa Fe student who had been previously selected and coached. In the second session, the students were asked to help another student with a problem. The students were asked to repeat the sessions at the end of the term. By comparing their "pre" and "post" performances, the students estimated their improvement in ability to communicate genuineness and empathy to the person whom they were interviewing or helping.

With respect to utilizing video tape to evaluate a curriculum's effectiveness in improving student self-concept and communication effectiveness, a Genuineness-Empathy scale is being developed which, hopefully, can be utilized for this purpose in interview and counseling situations. The scale shows promise because it specifies variables and requires little training of faculty or students in its use. The task of statistically validating and standardizing this scale for general use and distribution remains. One approach to the validation of the Genuineness-Empathy scale has been to correlate changes in its measures with changes in a standardized personality inventory. Other methods are being examined.

THE USE OF TELEVISION TECHNIQUES IN TEACHING CHEMISTRY

R. K. Richardson

During the Spring Term, 1970, video tape recorders and television techniques were employed in teaching general college chemistry courses. In chemistry, as in other courses, students miss class for many reasons: work, health, death in family, babies, etc. There are also those who need much extra help outside of class or might benefit by having the lecture again.

The object of using television taping was to afford students who miss classes for any reason a chance to see that class, and students who feel the need to review classes or portions of classes a chance to do so.

The course was structured as follows. Each class was scheduled to meet three periods, one day per week, 8:00 - 9:00, 9:30 - 10:30, 11:00 - 12:00. These times correspond to the beginning of regular class meeting times but end 15 minutes early. There are four reasons for this scheduling: (1) video tape comes in 59 minute reels; (2) 30 minutes between classes give students time to digest some of the material and refresh themselves for another session; (3) 30 minutes allows technicians time to rewind the tape, get a new reel in place, and prepare the equipment for the next period and (4) 30 minutes allows the instructor to talk to students after class, prepare demonstrations, and refresh ideas of the next lecture.

After taping the classes, the video tape and recorder were moved to the chem lab for viewing. Viewing was allowed upon demand any time machines and an operator were available.

Taping of classes was found to involve much effort, and many technical difficulties were encountered. However, video or audio tapes were successfully made of all classes and used later by students for viewing and reviewing. Over 120 classes were either viewed or reviewed by 36 different students (about 80 enrolled) at some time during the term.

The instructor found that lectures turn out better when presented the pressure of the greater television audience. Also, since the instructor ran the playback machine most of the time, he had an opportunity to review the lectures and make notes for improvement.

While the potential uses of television in the classroom and in recording class lectures seems to be practically unlimited in its ability to extend the presence of the instructor and hence make him more available to the students, there are several pitfalls. First, such a program cannot be offered if equipment does not work. Many difficulties were encountered with the television system, and thus, it is suggested for any course program that at least two video tape recorder units be provided, one for recording in class and one for playback to students. The playback machine could be used as a standby in case the class recording machine broke down.

Second, an instructor cannot adequately manipulate the equipment himself. A staff of two persons is required, one to operate the machinery in class (i.e., a camera man technician) and one to play back tapes for viewing.

The camera man would work about four hours for each course with the extra responsibility of exam administration. It seems entirely possible that chemistry students might be awarded these jobs as a sort of scholarship.

Finally, to avoid overburdening the Audio-Visual department, purchase of equipment and staff fundings should be channeled elsewhere.

STUDENT ATTITUDES TOWARD FOREIGN LANGUAGE LEARNING

Irene Scholes

This study is an attempt to discover the relationship between a student's success in a beginning foreign language course and his attitudes toward the factors which determine that success. The instructor also wished to find out how much his initial attitudes were changed by the course. Knowledge of these relationships would be of benefit to the foreign language instructor in that, if there were correlations between attitudes and grade, the instructor could attempt to instill the most beneficial attitudes in the students; and, at the very least, knowledge of the students' conceptions of the task of learning a foreign language would create a greater awareness of the factors affecting the efficacy of the language learning situation.

Twenty-three Santa Fe Junior College students were given a questionnaire before and after taking a beginning language course (French or Spanish). This questionnaire asked the students to rate, on a five point scale, their attitudes concerning: 1. factors affecting success in learning a foreign language (nine factors discussed below); 2. four factors (motivation, creativity, intelligence, and industry) about themselves; 3. the importance of five skills concerning language (understanding, speaking, reading, writing, and translation); 4. the relative importance of a knowledge of English grammar; 5. a comparison of the language being studied to other languages in ease, utility, and interest; and 6. the reason for taking this particular language.

To determine the relationships between attitudes and success, the twenty-three students were broken down into three groups: the group which received a C in the course (5 people), those who obtained a B (6 people), and those who received an A (12 people).

Of the nine factors affecting success, all groups found motivation and the instructor to be most important. Imitative skill, creativity, and intelligence were considered moderately important; and age, sex, and success in other subjects were considered unimportant. These relative evaluations were only slightly changed by taking the course, the only category to be shifted in rank being sex, which is least important of all after taking the course.

The three groups differ only in their ratings of creativity (which the A people find less important initially, but equally important after the course) and sex (which the A group finds reasonably important initially, but least important after the course).

Thus, it appears that certain conceptions concerning students are not well-founded. Many language teachers, for example, seem to feel that students regard knowing only one language to be a hindrance to success in foreign language learning; these students are fully aware of what really counts, i.e., motivation. They also seem less concerned with the role of intelligence than are many of their teachers and advisors.

In their attitudes toward themselves, they think of themselves as highly motivated, somewhat creative and intelligent, and only moderately industrious. Changes in attitude toward oneself seem highly correlated to success in the course: the C students nearly reverse their rankings finding themselves considerably less motivated than initially and much more

industrious; the B group changes a little; and the A group does not change. This suggests that the poorer the student does in the course, the more his opinion of himself is altered. It is also suggested that the less well he does the less motivated he finds himself to be. It is interesting however, that although the C student changes his opinion of his own motivation, he still regards motivation to be the most important factor in success - the rationale for his C grade.

In their conception of what using a foriegn language involves, all groups rated comprehension highest, speaking next highest, and the other skills of reading, writing, and translating to be about equally unimportant. The course and the grade were unaffective in changing these rankings. Again, as with other attitudes, the students seem to have pretty clear insights into the relative importance of these skills. These facts suggest that the beginning foreign language student probably has fewer "misconceptions" about the task facing him than is usually thought.

For the other evaluations and attitudes, most students consider a knowledge of English grammar to be somewhat necessary; they find no great differences in the difficulty, utility, or interest inherent in languages. In this aspect of the attitudes, it is interesting to note that while opinion regarding interest of the language decreases over the course (probably due to the C students, as mentioned above), opinion of utility increases.

As to why students take the language they do, nearly all of them say it is because they intend to use it. This would seem to tie in well with the motivation rating and also is a very satisfying finding when one considers why students take foreign languages in many other institutions.

A FURTHER DEVELOPMENT OF THE "OPEN LAB"

Mary Taube

An attempt was made during the Spring Term to develop an "open lab" in physics which would allow the efficient use of time and the maximum availability of the instructor.

Previously, the "open lab" was open all day, every day of the week. Experiments were explained through the use of a tape recorder and slides freeing the instructor for other teaching duties and permitting the student to proceed at his own pace.

This method, though, presented several problems. Students felt a lack when the instructor was not present if they did have a question occasionally forcing them to interrupt an experiment until the next day. Second, the instructor was constantly being called out of her office to answer a students's question. And third, class enrollment was often 50% foreign students who were unable to understand the tapes.

In order to avoid returning to the non-enriching experience of the traditional "closed lab" where the students could only come to lab for three hours every afternoon but where the instructor would always be present, the following "open lab" approach was attempted. The lab is now open for three hours, four days a week. The students have signed up for a preferred day in order to balance the daily attendance, but they are not forced to stick to this schedule. Any student may come to the lab at any other time, but he knows that no instructor will be present. During the three hours each day, there is someone, either the instructor or her lab assistant, with the students at all times. A student may certainly stay longer than three hours, and the instructor and lab assistant will remain with him if it seems to be advisable.

The tapes are still used, but in a minor role. They are used to explain how to operate a particular piece of equipment rather than how to perform the entire experiment. The procedure is in written form, sometimes adapted from other lab manuals, sometimes original. The procedure forms are available to the students in orderly cubby holes in the lab room. No previous preparation is expected of them; they may read the procedure form for the first time when they come to do the experiment.

The students now have a choice as to which experiment they perform. Each week they have a choice of from two to four experiments. And, they are not limited to those experiments devised by the instructor. They are encouraged to set up their own experiments. The grading sustem for the laboratory course does acknowledge those students who do more than is required of them. A grade of B is received if a student does an experiment according to accepted procedure. A grade of C is given if it is not as well performed nor reported as it should be, but if it was felt that the student did grasp the basic idea behind the experiment. If a grade of X is received, a student did not grasp the over-all purpose of the experiment, or used some apparatus incorrectly. A grade of A is reserved for those students who do more than is required of them. They may do a larger number of experiments; they may devise and perform their own experiment; they may do a regular experiment, but do a detailed analysis of it.

In summary, it was felt that an "open lab" does not work as well if the only thing "open" is the time factor. To make the instructor or her assistant available for guiding procedures as well as answering questions, the students now come to lab at a given time. The lab is still an "open lab" and in many ways is more truly open to experimentation than it was before. It is exciting for the instructor to mingle with twelve students doing, say, five different experiments. The students seem to be more interested in the lab. Several of them have devised good, original experiments. Although it is still too early to say that this is "the best of all possible worlds", it is hoped that several more terms of implementing the "open experiment" laboratory will show it to be satisfying to students and instructors.

BIOLOGY FOR LEISURE TIME

Mildred Vyverberg

It was felt that many students enter college with a dislike of science and that a "fun course" in biology would help to alleviate this problem. The "fun course" was also envisioned as helping the students become familiar with the various guides and keys available in order that they may be able to identify other plants and animals in which they are interested at some later time.

Thus the first "Flora and Fauna of Florida" course was offered in the Spring of 1970. Colorful fliers were posted before the end of the previous term. The scope of the course was presented to interested students explaining that a science background was not required to take the course and memorization of terms and names would be held to those specifically needed. The enrollment was limited to 20 students. Three of these students dropped out (reasons not known), but the others seemed quite enthusiastic about the course.

Various teaching techniques were tried and frequent use made of blackboard drawings, transparencies, slides, handouts of various kinds, mounted and preserved specimens, and records of bird songs, frog calls, and insect sounds. Four identification and short-answer tests were given during the term.

Since this was a laboratory course, field trips were taken each week. Transportation was not a problem, but the trips will be even more valuable when a bus is available to take the entire group. Various areas around Gainesville were visited and a study made of the plants and animals generally found in each type of habitat. The students enjoyed these excursions and considered getting to know the other students better as one of the dividends of the course. As a finale, they planned an outing at the lake home of one of the class members.

Collections of leaves and insects were made during the term. This also provided an opportunity for sharing knowledge and companionship which too often is lacking when students come to class but have little opportunity to get to know their classmates or teachers. Permanent collections for the college have been started as an aid in instruction and for general interest.

A companion course to the "Flora and Fauna of Florida" course is being considered that would encompass the geology, ecology, and paleontology of Florida.

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ABSTRACTS OF FACULTY/STAFF DISSERTATIONS COMPLETED DURING 1969 - 1970

SECTION B

AN APPLICATION OF THE MOTIVATOR-HYGIENE THEORY TO PUBLIC JUNIOR COLLEGE PERSONNEL

Paul Raymond Lyons

The major purpose of this investigation was to attempt to determine the extent to which junior college personnel exhibit constellations of job attitudes consistent with Herzberg's Motivator- Hygiene theory when a methodological approach different from sequence of events was employed to determine the existence of job factors. To avoid areas of major criticism lodged at methodological creativeness in dealing with the theory, namely, use of too few a priori First Level Factors and use of measures of overall satisfaction-dissatisfaction, this investigation concerned itself with eight First Level Factors and made no attempt to assess overall satisfaction-dissatisfaction. In addition, several hypotheses were presented concerning sub-sample differences on factors should a definable factor structure emerge. These sub-samples were occupational faculty, academic faculty and administrators within each college.

The semantic differential format was utilized to obtain the raw data to be transformed for use in factor-analytic solutions and subsequent statistical manipulations. Eight First Level Factors were converted to concepts or concept phrases and paired with each and every one of eight evaluative adjective bipolar work pairs. This combination gave rise to a 64-item instrument which also contained questions relating to such descriptive variables as employment category, age, sex, years of experience, and level of education. Approximately 40 percent of the full-time staff at each of two of Florida's public community junior colleges responded to the instrument. One institution was labeled as "urban", the other "sub-urban". Both colleges became operational in the same year.

The data was subjected to both orthogonal (Varimax) and oblique (simple loadings) factor solutions. A factor sturcture was selected from the Varimax rotations as being most meaningful. Incomplete factor scores were calculated on the basis of this factor structure and colleges, sub-samples, and combined sub-samples were compared for mean factor score differences over the factors (6) from the chosen rotation.

In order to examine the basic assumptions underlying the Motivator-Hygiene theory, rotation of only two factors was carefully examined and found to be highly inclusive in terms of variable (item) accountability and amount of variance but not psychologically meaningful.

The structure (rotation of 6 factors) that did emerge as being most meaningful consisted of five factors (I. College Policy and Administration, II. Responsibility for Performance, III. Supervision, IV. Status, and VI. Working Conditions). This structure accounted for 82 percent of the common variance and 61 of the 64 variables loaded .50 or greater. The factor structure was probably the most significant aspect of this investigation. In terms of satisfaction-dissatisfaction, the entire sample (N = 160) mean factor scores were not significantly different from one another. While there was no basis for satisfaction-dissatisfaction in the discrimination of specific job factors for the total sample, college samples and sub-samples were found to differ significantly on all of the factors to some degree.

AERA

In terms of tests of hypotheses, the two colleges were significantly different across all factors. College A and its sub-samples had consistently lower mean factor scores than did College B. In terms of sub-sample differences, Factors I (College Policy and Administration) and Factor IV (Status) discriminated between sub-samples with the greatest frequency, respectively. Perhaps the most significant result of this series of comparisons were the combined sub-sample comparisons in which case administrators differed significantly from teaching faculty while there were no differences found between the two teaching faculty sub-samples.

It was concluded that this investigation did not confirm the Motivator-Hygiene Theory of Frederick Herzberg, but it did provide strong support for the existence of specific job factors.

SOME COMMONALITIES OF FACULTY SELECTION AND IN-SERVICE DEVELOPMENT TECHNIQUES AS RELATED TO FACULTY OPERATING BEHAVIOR WHICH IS CONSONANT WITH COMMUNITY JUNIOR COLLEGE PHILOSOPHY

Robert E. Shepack

This study was an analysis of evidence indicating what configurations resulted from faculty selection, in-service education, and administrative organization patterns designed to facilitate experimental and innovative teaching in a comprehensive community junior college.

Santa Fe Junior College, Gainesville, Florida, had been in operation for almost two years when the study was carried out. The College proclaimed a commitment to being a student centered developmental problem solving institution and had taken the position that to accomplish this objective it would seek out, recruit, and employ experimental and innovative faculty. It has committed itself to providing an administrative staff and organization that not only allowed change required by innovation but hopefully aided and abetted it.

A letter that required thoughtful and philosophy-revealing responses from applicants was designed for use in recruiting applicants. Pre-teaching orientation and in-service education programs were provided. The faculty was invited to participate in the development of innovative programs and participate in policy change and formulation required to accommodate new programs and changes.

Perceptions of the value of in-service programs, general feelings about the College and experiences with various aspects of the College, and evidence of attempted experimentation were obtained in interviews.

Examination of college commitments is carried out by the use of instruments considered appropriate. Faculty members and administrators were tested for personal beliefs about experimentalism, verbal understanding of experimental teacher practices, open mindedness and liberalism-conservatism. Effects of selection on social and leadership configurations are examined with a two phase sociogram.

Faculty and administors' perception of the College as a democratic organization were tested by a bureaucratic-collegial scale instrument.

College documents and materials were reviewed with regard to their implications for faculty understanding of their freedom to experiment and innovate, and administrative practices which supported or limited such response. There was a marked consistency found as the documents relate to each other, the philosophical basis for their design, and the legalistic implications to be considered. Organizational patterns chosen appear to be similarly consistent.

The total faculty demonstrated a high degree of verbalization regarding teacher practices. However, the overall level of personal beliefs regarding experimentalism does not appear high. Open mindedness test scores and liberalism-conservatism scores do not appear unusual. When the philosophy letter selection instrument was used as an interview guide, success in identifying experimentalism appears to be much greater. Opportunities to

respond in written form frequently resulted in low beliefs scores and high verbalization regarding experimentation.

Scores for all instruments were higher for groups carefully selected by one administrator who thoroughly understood the instrument and its purpose and who used the oral response technique.

A large number of innovative attempts were reported by faculty members along with an extensive list of recommended practices for improving in-service and orientation programs, and college operations in general.

Although the College rated well into the democratic range of the bureaucratic-collegial scale, inaccurate perceptions of the College organizational patterns appear to force actual administrative operations toward bureaucratic patterns. It appears that these inconsistencies tend to support feelings of insecurity among faculty, restricting their use of the policy formulation and decision making mechanism provided to encourage development of innovative practices.

Faculty leadership patterns were reflected in a variety of beliefs score characteristics combined with seniority. Long term leadership among three identified groups appear to be related to beliefs about teacher practices and liberalism-conservatism. Shorter term leadership characteristics appear to relate to seniority.

Implications for Santa Fe Junior College, other colleges, further study, and education in general are drawn from conclusions derived from the study.

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INTER – INSTITUTIONAL PROJECTS

SECTION C

SURVEY OF POST-SECONDARY OCCUPATIONAL EDUCATION

Florida Community Junior College Inter-institutional Research Council and Santa Fe Junior College

In order to compile information on the development, implementation, and evaluation of curricula in all state institutions offering post-secondary school occupational education programs, the Florida Community Junior College Inter-institutional Research Council is conducting a survey of faculty and administration. Involved in the survey are eleven area vocational-technical schools and twenty-seven junior colleges including Santa Fe Junior College.

During the first term of the 1970-1971 academic year, a comprehensive questionnaire will be administered to a sample of faculty members, program directors, occupational education heads, and lay advisors for selected occupational education programs. Personal interviews will also be given to a relatively small sample of staff involved in post-secondary occupational education at the participating institutions in order to provide additional data required to meet the study's objectives.

A preliminary report of the study will be available on January 15, 1971.

SURVEY OF COMPENSATORY EDUCATION PRACTICES

Florida Community Junior College Inter-institutional Research Council and Santa Fe Junior College

In cooperation with the Florida Community Junior College Inter-institutional Research Council, Santa Fe Junior College participated in a preliminary survey of compensatory education practices among Florida public community colleges. The purpose of the survey was twofold:

1. To determine existing compensatory education practices.

2. To identify appropriate areas for further study.

The information for the survey was collected by means of a descriptive questionnaire which was to be completed by a college staff member who is directly involved in compensatory education. Information was sought in the areas of student characteristics, course offerings, instructional materials, counseling and financial services, recruitment, in-service training, and goals.

Based on the results of this survey, further study by the Florida Junior College Inter-institutional Research Council of particular colleges is planned.

SURVEY OF STUDENT RIGHTS, FREEDOMS AND INVOLVEMENTS

Ann Bromley, Santa Fe League Representative

As a League for Innovation project, a questionnaire concerning stı dent rights, freedoms and involvements was distributed to three colleges in the League on a pilot basis. The questions in the instrument referred to policies or statements of the junior college with reference to classroom activities, rules and regulations for student activities and student organizations, student records, disciplinary proceedings and student involvement in decision making. The purpose of the questionnaire was to survey the varying degrees of student involvement in junior colleges and to examine the students, faculty and administrator's awareness of these areas. It was not intended to make an analysis of individual forms; the identity of the institutions involved will remain anonymous.

The questionnaire was administered to random samples of students and of faculty and administrators. In the initial analysis of the results, 80% of both samples understood the college's admission policy and knew that it was available in print; that public and college facilities were open to students; that free discussion was encouraged in the classroom; and that a student publication existed.

Approximately half the students, faculty, and administrators realized that the college attempts to secure access to public facilities for students; that grades are based on academic performance alone; that the college is not concerned with a student's political activities; that student organizations select their own advisors and maintain a statement of purpose; that the role and purpose of student government is stated in a formal document; and that the college maintains a written policy on student records.

The areas in which all groups displayed a lack of knowledge were the following:

Whether or not academic and disciplinary records were kept separately;

Whether or not disciplinary records were periodically destroyed;

What was the relationship of student organizations to outside affiliations and on-campus speakers; and.....

What is the role of the college when a student is involved in civil or college violations.

The two samples expressed a difference in opinion only as regards to committees. Faculty and administrators stated knowledge of student membership on college standing committees whereas the student sample was not knowledgeable in this regard.

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SECTION D

THE SANTA FE STUDENT - WHO IS HE OR SHE?

Ann Bromley and Stephen S. Sledjeski

"Who is a Santa Fe student?" If the query were made by a person seventeen or older the simpliest answer might be "It could be you". The answer is true and accurate, but it might not satisfy the person who asked the question. What it does imply is that they are most likely to be over seventeen years of age. Santa Fe students have a wide range of interests and academic goals, and Santa Fe attempts to assist them to fulfill their needs with a wide and diverse offering of courses. Academically, a student may be gifted or in need of a great deal of help. Financially, his family income could be below $3,000 or above $20,000. He might walk to one of Santa Fe's four campuses or he might drive a late model sports car.

For the past four years, incoming students for the Fall Term at Santa Fe Junior College have participated in a survey of characteristics of junior college credit students. In toto, 1,954 students have participated in the survey. A statistical analysis was performed on the data by combining the frequency counts obtained during the past four years and by calculating percentages according to the total number of responses. Responses during each of the four years were consistent.

The results of this analysis revealed that the typical Santa Fe Junior College credit student is male (54%), white (87%), and under 21 years of age (73%). His parents are high school graduates (65%) who have an income between $5,000 and $15,000 (60%); the student, though, finances three-quarters of his college expenses by himself (53%). No time-lapse exists between high school graduation and attendance at Satna Fe (51%). Graduation is most likely to be from an Alachua or Bradford County school (46%), probably Gainesville High School (32%). If he is a transfer student (23%), there is better than a 50-50 chance that he previously attended another Florida public junior college or one chance out of five that he transferred from the University of Florida. He applied to only one college (71%), and if he applied to more than one school, Santa Fe was his first (39%) or second (40%) choice. The primary reasons for his selecting Santa Fe are its proximity (34%), its providing a good opportunity for success (13%), and its being inexpensive (12%). He is concerned about his future goals and seeks career information (46%) and improvement of his study skills (25%). Religious and sex education are on the bottom of his list of requested services (less than 1%). Enrollment is full-time (83%) as a freshman (79%). He is in a transfer program (78%) planning to enroll in a senior institution immediately after graduating from Santa Fe (83%), most likely at the University of Florida (71%). His planned major is either in education (26%), probably elementary education; in arts and sciences (23%), probably psychology; or in business (16%), probably business administration or accounting. Nursing and engineering are also possibilities. Hopefully, he will go to graduate school (62%) and obtain a masters degree (51%).

It should be noted that due to changes in the survey questionnaire the percentages for full-time enrollment, transfer status, location of high school, and planned type of graduate degree are based on the years 1967, 1968, and 1969, and for race, on the years 1968 and 1969.

STUDENT EVALUATION OF FACULTY DEVELOPMENT

Ann Bromley, Stephen S. Sledjeski, and Daryl Johnston

The Student Government Association of Santa Fe Junior College, conducted a pilot study on faculty evaluation by students. The undertaking to conduct the project was based on a request from the Faculty Association of the College and was a totally student controlled project. In this sense, the evaluation differed from all previous ones as indicated by a review of the literature.

The purpose of the project was twofold: 1) to develop and administer a pilot instrument for possible use in faculty evaluation and 2) to provide participating faculty members with unidentifiable student opinions on various aspects of their teaching performance. It is important to note that by having the Student Government Association, aided by suggestions of other students, develop and conduct the entire study, those aspects having import to students were given primary attention.

Of the 235 faculty members employed in January, 1970, 127 were requested to participate in the project. One hundred and twenty-five (125), or more than 98% of those contacted, voluntarily agreed to allow the administering of the questionnaire in their classes.

A total of 3,819 non-signed questionnaires were received for analysis from 251 class sessions with the mean number of questionnaires per session being 15.2. The first section of the one-page questionnaire contained four questions requesting demographic data of the student respondent.

An analysis of these four items showed: 1) nearly half of the students were between the ages of 18 and 21 with the remaining over 21; 2) approximately half were males and half were females; 3) one-third of the student group were married and the other two-thirds were single; and 4) over 90% of them expected to receive at least, a passing grade.

Eight of the eleven questions dealt directly with classroom and instructional activities, specifically: presentation of subject matter, interest level, openness to ideas, availability out of class, class organization, encouragement for participation, fairness to class, and suitability of textbooks. On all of these questions over seventy-five per cent of the students rated the instructor as average or above.

The three remaing questions were more global in nature attempting to assess the attitude of the instructor to the student as a person, the instructor's overall rating, and an appraisal of the questionnaire's fairness. Good or excellent was checked 79% of the time in response to the first two questions with 71% of the respondents answering positively to the third.

While this was a pilot study being limited in time, organization, scope and funding, the project's objective to determine those insufficiencies and problems which can be avoided in a future full scale administration of a more sophisticated faculty evaluation questionnaire has been achieved. Perhaps the most important factor determined in the study was the cooperativeness of the large number of faculty and students in carrying out the project.

EDUCATIONAL - AIDE PROGRAM

Stanley Lynch

Santa Fe Junior College in cooperation with the Alachua County Board of Public Instruction has developed an educational-aide program in order to provide on-the-job training for students interested in the field of education, specifically, elementary school teaching.

The program became functional in the Fall of 1969. Twenty-four students enrolled, and twenty hours a week were spent in three, new differentiated staffed elementary schools. They performed various duties which would allow the elementary school teacher to focus more on teaching and the student. These duties included: keeping attendance; taking lunch orders; maintaining up-to-date health cards; verifying absences; duplicating and typing materials; helping with reading, vocabulary, and creative writing; correcting papers; working with small groups under the teacher's supervision; encouraging exceptional children through extra projects; and other general, non-professional duties. Each term the academic program included education courses and seminars on the role of an educational-aide. The program led to an Associate in Arts degree which allowed the student to either transfer to a senior institution for a teaching career or continue serving as a teacher-aide in a public school.

Students were chosen for the program based on financial need, interest in elementary school teaching, and the recommendations of the program's staff and the participating elementary school principal. Each student received a tuition scholarship plus an hourly rate salary for services provided to the elementary school.

Twenty-two students, or 92% of the original twenty-four, completed the program. Twelve of these have transferred to senior institutions, three are still in the program, four have not provided any information as to their post-program plans, and three are working full-time in order to continue their education at a later date.

Of the two students who left the program, one transferred to a senior institution, and the other is still a student at Santa Fe Junior College. One student had scheduling and financial problems, and the other was terminated because of unsatisfactory work.

In the evaluation of the program, each participating student was asked to submit a personal evaluation of himself and the program at the end of each term. Each student was evaluated by the programs director and by the cooperating principal and teacher. In addition, classroom interactions were video-taped allowing the student-aide to critically observe himself in action. The tapes also gave the counselor in charge a means to re-enact situations that needed improvement. Overall, the evaluations proved favorable.

A STUDY OF MOTIVATIONAL FACTORS IN THE LEARNING LABORATORY

June Prows

Finding the right motivational factors to encourage students to complete voluntary programs in communication skills in the learning laboratory has been the major emphasis for the 1969-70 academic year. Three major factors have emerged:

1. Establishing a course, Laboratory in Communication Skills, for which variable credit from 1-3 hours was given.

2. The addition of University of Florida graduate students who were employed as teaching assistants to assure more personal interaction with the students.

3. Developing progress charts for all materials so that the student could record his progress and see evidence in each area as he worked.

The staff of the learning laboratory wished to maintain the precedent set from the beginning that work in the lab should be on a voluntary basis, based on a student's desire to improve his skills. It should continue to be flexible with regard to when students worked and the amount of time they wished to invest so that they would not feel undue pressure. It was also a desire of the staff to continue to provide programs tailored to suit each individual's expressed needs and to give him his choice of materials and machines so that he would enjoy his work. Another important consideration was the desire to continue past the end of the term if he wished. A student, also, should have the opportunity to work different amounts of time or pursue more than one type of program.

Each day's work was recorded on charts which provided a visible record of each day's progress. Through this medium, the staff endeavored to enhance the self-concept of each student and counseled the student about subsequent activities in his acquisition of improved skills. It is believed that the increase in the number of students who completed a program can be attributed to this personal attention made possible by teaching assistants whose only duty was to help students.

A real effort was made to counterbalance the aspect of compensatory learning for the educationally disadvantaged student with enrichment learning for the superior student. That this was accomplished in reality can be verified by the not uncommon sight of persons in a vocational exploration program sitting at the same table as persons in college transfer programs.

Prior to Fall, 1969, all students in the English 100 course were tested and interviewed by learning lab staff. Many students would begin a program, but more pressing needs of credit courses would cause them to drop the prescribed program. The first attempt to see the effect of offering credit was begun in the Fall Term in the form of Individual Studies. Of the 630 students in the English 100 course who were tested, 127 wanted a credit program planned but some never pursued the program. Fifty-nine of these, however, started out in earnest and completed the program for credit. In comparison, 60 students signed up for non-credit programs and only 20 completed the program. With this incentive, a course called Laboratory in

Communication Skills was established and put into the schedule for the Winter Term. During registration and later through testing English 100 classes, a total of 92 students registered for credit, 90 of these completing the program. This shows a higher completion rate for credit students than for non-credit students where 87 began programs but only 52 completed them. There appears to be a continuation of the trend in the Spring Term.

Studying records of students in the lab show that an increasing number of students are taking advantage of the opportunity of earning credit in the lab. This increase comes both from a larger percentage of students in the English 100 course and from regular registration.

With the results of these efforts, it is felt that a better understanding exists of some of the factors effecting student's work in the lab. The addition of teaching assistants from the University of Florida, which offers more one-to-one instruction, designing of progress charts so the students can see their progress each day, and initiating a system in which the students can register for credit and still maintain the former flexibility of laboratory work have been our most significant and rewarding changes. However, there are other factors which need to be investigated. At the present time studies are being conducted to determine what kinds of programs and materials lead to greater completion rates.

MINI-UNIT I

Russel Roy

The philosophical basis of the Mini-Unit includes providing an informal, open atmosphere where students and faculty can work together in achieving the goals of the common program. The mood is one of experimentation and free exchange of ideas. Student involvement is stressed; they are given the chance to be free, structuring their own responsibilities rather than having them imposed.

The first such unit at Santa Fe Junior College is Mini-Unit I. It consists physically of several offices and rooms clustered together in Santa Fe Junior College's West Campus. There are two general purpose classrooms each capable of holding a maximum of about 25 students, a seminar room called the "Pit", and a good sized student lounge, around which the faculty offices are clustered. There is also an entrance wall with a secretary's desk and six student study carrels. The furniture used throughout is informal. Trapezoidal tables and individual chairs are used in the classrooms, the pit has a carpeted bench and backrest built in around its perimeter, and the lounge is furnished with armchairs, tables, bookshelves, and a couch. The lounge also has a multicolored, multipatterned rug which the students put down, and the students have painted the lounge orange and yellow.

Individual faculty offices are located around the lounge resulting in excellent student-faculty interaction. Physically, then, Mini-Unit I is an enclosed "unit" which provides a base for the students. They can have their classes, they can study, and they can relax all in the same physical area.

The courses taught by Mini-Unit instructors are all general education courses, called the "Common Program" at Santa Fe. There are presently six instructors in the unit each representing one of the courses in the common program: Behavioral Science, Mathematics, Humanitites, Social Science, The Sciences, and English.

Usually what happens is that two sections of students (totaling about 50 students) are bloc scheduled for three periods at a time. Three of the instructors then operate flexibly within this time, splitting it up in different ways at different times for special purposes (movies, lectures, discussions, demonstrations, etc.). Sometimes there is a team teaching aspect, sometimes not.

At the present time there is a mini-unit experiment under way involving Behavorial Science and The Sciences being completely team taught by two of the instructors. The basic idea here was to broaden the application of the encounter group techniques (used in Behavioral Science) to the more cognitive areas (those in The Sciences). Although the experiment is only two weeks old the teachers and the students are already extremely excited and pleased with the situation.

In terms of providing a true learning situation for teachers and students, of providing a sound emotional and intellectual base for building a college career, and of providing a challenging, dynamic milieu for people to grow in, the Mini-Unit is a success.

OPERATION COLLEGE BOUND

Robert Wheless

Operation College Bound is a study which attempts to compare the efficacy of a specially designed program and the regular program at Santa Fe Junior College in meeting the needs of low income students with low academic achievement in high school.

The low income students were recruited from the bottom one-third of their graduating class, and approximately thirty subjects were randomly assigned to each of the two programs during the Summer Term, 1970.

All subjects will be pre-tested and post-tested on 1) Tennessee Self Concept Scale, 2) Reading Speed Test, and 3) Reading Comprehension Test. The number of subjects in each group entering and completing the six week program will be noted. The number of subjects in each group re-entering in the fall will be noted also.

Statistical analysis will be available after the completion of data collection.

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SECTION E

THE COMMUNITY JUNIOR COLLEGE EXPERIENCE AS PERCEIVED BY STUDENTS WHO HAVE WITHDRAWN

Billy Hampton Davis

The effort of the community junior colleges to attract students of all levels of ability and motivation has raised serious questions concerning academic standards, the relation of attrition rates and institutional efficiency, and whether or not the college experience is of any benefit to either the withdrawing student or society. This study attempts to deal with some of these pressing issues through an investigation of the community junior college student's perception of his college experience.

Students who enrolled as full-time, first-time freshman in the Fall 1967 term in three Florida community junior colleges and withdrew prior to completing their program of studies (withdrawals) were informally interviewed in depth with the use of a 35-question interview guide. Based on a stratified random proportional sample, 141, or 64.7 percent, of 218 withdrawals who remained in their college districts two years after the date of enrollment were interviewed.

The findings indicate that the withdrawals are pragmatic and materialistic, and recognize higher education as one of society's major prerequisites for upward mobility. The most common reason reported for choosing the community junior college was economy and convenience; however, for many it is seen as less threatening than the four-year college. A majority of the withdrawals have a positive perception of their college experience as evidenced by 69 percent reporting they would enroll again under similar circumstances, and 65 percent reporting they planned to return. Insturction, course offerings, campus climate, evaluation, student-faculty relations, and administration are perceived favorably by a majority of the withdrawals.

A sizable minority hold strong negative perceptions of many aspects of their college experience. Counseling, lack of faculty interest in students, and evaluation are the areas most commonly criticized. The Negro withdrawals, though entering college with a higher level of confidence than the white withdrawals, left with less positive perceptions.

The reasons for withdrawal are multiple and complex. Finances, irrelevancy of college education, discouragement with meeting academic standards, marriage, health and family problems, or a combination of these are reported as the major causes of withdrawal. Only 18 percent of the withdrawals sought assistance to stay in college. The withdrawals seem more disappointed with themselves than with their college for their unsuccessful efforts to further their education.

Dr. James Wattenbar, Jr., University of Florida, served as Chairman of the Committee.

ACTION PROJECT WITH TRANSFER GRADUATES OF SANTA FE

John W. Dykes

This study is reproduced in part from the 1969 edition of Research Activities in order to present the project's results which were not previously available.

A former Santa Fe graduate, John W. Dykes, attempted to evaluate the degree of success in implementing three of the goals of Santa Fe Junior College. The goals were (a) to give each student a successful experience, (b) to provide for social mobility and (c) to prepare those who want to go on to a four-year institution. Two groups were examined. The experimental group was a sample of 24 transfer students from Santa Fe Junior College to the University of Florida. The control group consisted of members of the course entitled "Individuals in a Changing Environment" at Santa Fe Junior College. These groups were asked to provide demographic information and to complete the Self-Concept as a Learner test which was developed by Walter Waetjen of the University of Maryland.

The results obtained in the measurement of the three goals are as follows: (a) Successful experience - the experimental group scored higher on the self-concept test than did the control group and gave an unanimous positive response to the question "Do you feel that Santa Fe Junior College prepared you for the University of Florida?" (b) Social mobility - there exists a high correlation between the racial and economic composition of Santa Fe Junior College transfers and the racial and economic composition of the district served by Santa Fe Junior College. A similar correlation does not exist between the University of Florida student body and the population of Florida. And (c) preparation for transfer - the average grade point average for Santa Fe Junior College transfer students was as follows: 26% of Santa Fe Junior College transfers had grade point averages above 3.0, 41% between 2.5 and 2.99, and 12% between 2.0 and 2.49. Only one transfer student had a grade point average below 2.0.

The University sponsor was Dr. Purkey and the Santa Fe staff member coordinating the project was Mr. Tal Mullis.

THE LATE BLOOMER IN THE JUNIOR COLLEGE

Robin Lawrason

Robin Lawrason, under the University of Florida sponsorship of Dr. William W. Purkey, investigated the principle of the community junior college of giving students a "second chance". The purpose of the study was to determine how the community junior college through its open-door policy provides the experiences for "the late bloomer" to rebuild confidence, reassess his needs and abilities and discover his place in society.

The definition of " the late bloomer" was based on a scrutiny of the students' previous records: low high school achievement, poor grades if enrolled at a four year institution; and sometimes low Florida Test Scores. Sometimes an admitted late bloomer did fairly well in high school, yet all claimed to find high school dull and unchallenging.

The research was heuristic since the subjects were limited to two psychology classes at Santa Fe Junior College. Two self-concept tests, aimed at high school and junior college experiences, were administered. Of the 47 subjects, 25 claimed to be late bloomers. On the items that referred to their pre-college experience, the late bloomers far surpassed the "perennials" in negative self concepts. On the items that referred to their present college experience and future goals, the late bloomers were slightly more positive than the perennials.

While the investigator cautions that this heuristic research needs further study, the following conclusion has been made: the late bloomer seems to have gained, through his "Cinderella" transformation, a better understanding of himself and his role in society. He is more mature, even than the perennial, because of his experiences with failure.

Personal interviews were given to a volunteer sample of the late bloomers. The factors these students gave for early failure ranged from need for glasses, transient experience through early schooling, busy social lives, impersonal or authoritarian school systems, no self discipline, family pressures, monotony and, most of all, lack of future goals.

The factors that brought them back to school were just as diverse: prodding parents, added maturity gained in the service, employment or marriage, and the realization that only further education could get them the job and the personal satisfaction they all needed. These factors, therefore, gave each an extra drive or incentive before getting to junior college. Yet despite this desire to succeed, all could have met even more failure had it not been for the specific philosophy of Santa Fe Junior College. All students interviewed seemed to have opened up with the more non-threatening and respectful attitudes of many of their instructors. Now teachers seemed to respect what they as students had to say. Work was not restricted to a rigid curriculum, students had influence in the course's direction, and no grades below C were recorded.

These students who were personally interviewed appreciated the non-threatening approach, and seemed to have come to a better understanding of education and learning. They were finding the answers for themselves, not for their teachers. Learning was becoming a growing process for each as he developed his own understanding of himself and the world around him.

AUDIENCE REACTIONS TO SOME GENERIC WORDS AND THEIR ASSOCIATIONS WITH ADVERTISED PRODUCTS

JoAnn Myer

It is a common practice in broadcast writing to remove or change a word in a script that might have an association with an advertised product. A sponsor asks for the omission of words or pictures that might make the audience think of a a competitor's product, or give an unfavorable impression of the sponsoring product.

This study sought to investigate the actual need for a practice of editing or changing such words, and to reveal audience reaction to the practice.

Through free word association testing and an open-ended response, this study established that out of 615 possible associations (41 respondents times 15 exposures to words associated with advertised products) only 2 associations were made, and most respondents disapproved of the practice of such editing by sponsors.

Miss Myer, a University of Florida graduate student in the College of Journalism and Communications, conducted this thesis study under the sponsorship of Dr. Mickie Newbill of the University of Florida and with the cooperation of Mrs. Katherine Cutler and Mrs. Ann Ritch of Santa Fe Junior College.